DOCUMENT RESUME

ED 336 838 EA 023 313

TITLE	School Restructuring: What the Reformers Are Saying.
INSTITUTION	Education Commission of the States, Denver, Colo.
REPORT NO	SI-91-8
PUB DATE	91
NOTE	21p.; Summary of meeting sponsored by the Education Commission of the States and the Rockefeller Foundation in partnership with the RJR Nabisco Foundation (Washington, DC, November 14-15, 1990).
AVAILABLE FROM	ECS Distribution Center, 707 17th Street, Suite 2700, Denver, CO 80202 ($5.00).
PUB TYPE	Collected Works - Conference Proceedings (021) -- Reports - General (140)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Educational Improvement; *Educational Objectives; Educational Quality; Elementary Secondary Education; *Excellence in Education; Instructional Improvement; Role of Education; School Effectiveness; *School Organization; *School Restructuring

ABSTRACT

A discussion with 10 nationally recognized education reformers is summarized in this report. A goal of the discussion was to find common ways to fundamentally alter the American educational structure. Participants' statements are organized around six central themes, which form a paradigm for effective school restructuring. Sections address each of the six issues, which include expectations of students, ways in which schools function, curriculum and pedagogy, assessment, external support, and educator training. (LMI)

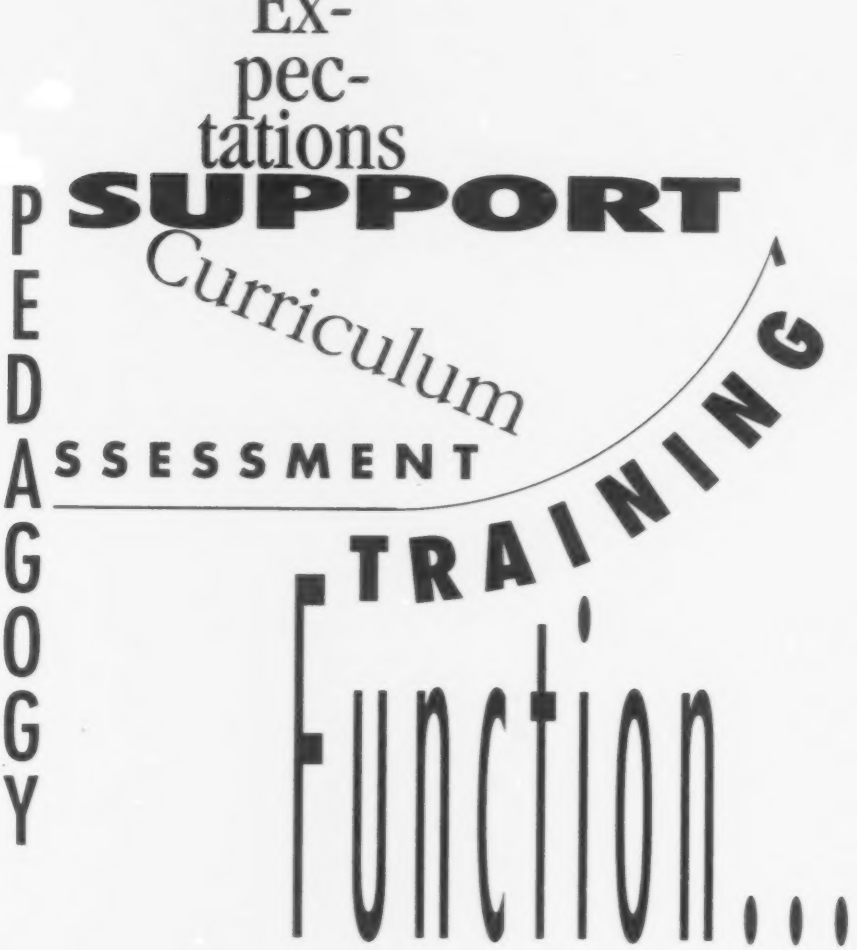
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

Ten leaders in education reform
recently met to discuss ways
to restructure our nation's schools.
They agreed on common goals.
They often disagreed on how to get there.
Still, their approaches were usually compatible.
Here, in their own words, is what they said.

SCHOOL RESTRUCTURING:

What the Reformers are Saying.



ED336838

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. F. Walker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

EA023313

SPONSORED BY
Education Commission of the States
and The Rockefeller Foundation
in Partnership with RJR Nabisco Foundation

November 15, 1990
Washington, D.C.

BEST COPY AVAILABLE

PARTICIPANTS

James P. Comer
Director, School Development Program
Yale Child Study Center

Ernesto Cortes, Jr.
Director, Industrial Areas Foundation
Texas Interfaith Coalition

Howard Gardner
Co-Director, Project Zero
Harvard University

David W. Hornbeck

Judith E. Lanier
Director
Michigan Partnership for New Education

Henry M. Levin
Professor and Director
Center for Educational Research
Stanford University

Theodore R. Sizer
Chairman Coalition of Essential Schools
Brown University

Robert E. Slavin
Director, Early and Elementary School Program
Center for Research on Effective Schooling
for Disadvantaged Students
Johns Hopkins University

Donald M. Stewart
President, The College Board

Marc S. Tucker
President
National Center on Education and the Economy

The Rockefeller Foundation and the Education Commission of the States, with RJR Nabisco Foundation, brought together nationally recognized education reformers for an extended conversation in the nation's capital on November 14 and 15, 1990.

This was a rare occasion. The decentralized, even fragmentary, nature of the American education system made gathering such a distinguished group in one room something of an accomplishment in itself. Despite their long track records and common concerns, most of these leaders had never had the opportunity to meet as a group to discuss education reform — before this forum.

The participants have been involved in almost every area of education reform, including curriculum and instruction, testing and assessment, child development, school organization, teacher education, community mobilization and public policy making. They are associated with a variety of approaches to school improvement at the classroom, building, community and system levels.

While it was clear that each brought his or her own voice to the national debate about restructuring schools, they wanted to find common ways to fundamentally alter the educational structure.

What follows is, in their own words, a summary of an evening and a day of discussion. Their statements are organized around six central themes which participants themselves collectively identified. In fact, these themes are something of a paradigm for effective school restructuring.

1. What we ***expect*** from and for our children
2. determines how our schools should ***function***,
3. which in turn helps prescribe an appropriate ***curriculum***
   and a new ***pedagogy***,
4. the results of which must be properly ***assessed***,
5. all of which requires ***support*** from outside and
6. ***training*** of those within the system.

The sponsors of this discussion share with its participants the belief that there is no single best approach to creating the schools children deserve. But there is one single common goal: smarter, healthier kids who are hooked on learning.

We gratefully acknowledge all those who took time out from the front lines of school restructuring to reflect on their work, the work of others and the future.

Frank Newman
Education Commission of the States

Hugh B. Price
The Rockefeller Foundation

Roger Semerad
RJR Nabisco Foundation

We Must *Expect* More from Our School System

BACKGROUND

The common wisdom in the most recent and perhaps most sustained education reform movement has been to focus on inputs to the system–how many teachers it will take, how much money it will need, what facilities should be built.

But the focus is changing.

People are now looking at what comes out of the system–our kids–and asking the question, "What should we *expect* our kids to know and be able to do?"

Expectations. What we expect from our children plays a major role in determining how they will perform. If we expect kids to learn differently based upon IQ tests or socioeconomic background, then they *will* learn differently and we will build schools and systems to support this.

However, if we take a new approach and expect that, "all kids can learn at significantly higher levels," then we can begin to map out how our schools should look and function. The next question we then have to ask is, "Who should set these new expectations?"

"The message we have to tell kids is: 'We believe you can make it, we know you can make it, and we are going to *organize* your schools to make sure you make it.'" *Marc Tucker*

"Wait a minute. The 'we' who want to delineate expectations in our society has to be broad-based. The 'we' must be made up of elected officials, employers, civic leaders and community leaders; the 'we' must reflect racial and language diversity ... and the discussion has to take place at a variety of different levels, including national and state." *David Hornbeck*

"Can you believe that minority kids have told us that their teachers basically tell them that most of them are not expected to go to college?" *Tucker*

"I can believe it. It used to be 'democratic' to give the same curriculum to all students. The question remains, do you have the same expectation for every child? Now we know children learn in different ways and with different interests." *Howard Gardner*

"That's right. Tracking within elementary schools and classrooms is a very insidious form of communicating low expectations for children. On the other hand, it doesn't mean that you don't have flexible groups of students working on a different task because they learn differently and at different rates." *Judith Lanier*

"To look at what we expect, let's look at what we respect. We respect people who can walk into an unfamiliar situation and make sense of it. We respect people who can sort out issues and put them in a larger perspective. We respect people who can do difficult things in the real world, people who can make sense of the world in an informed and reflective way. That's what we should expect." *Theodore Sizer*

"Unfortunately, Ted, no school I have ever been to does this very well, if at all. In Texas, most schools operate as they always have — traditionally, very autocratically and in a very limited way. Part of the reason why is that we have not been able to figure out a reasonably focused package of expectations that we can present to policy makers. And we have not been able to get a consensus on a way to translate those expectations into systemic change." *Ernesto Cortes*

To Get More for and from Our Kids.

"I think there are huge disagreements afoot in the country about what the expectations are. If you go even to the employer community, for example, you still hear from too many personnel directors that all they want from graduates of schools is the ability to decode words, do the four functions of math, fill out the job application legibly and show up for work on time. Then, 'business' will do the rest." *Hornbeck*

"It seems to me that we have looked at outcomes that are driven by the work force and the demands of higher education. It's time to consider outcomes that are good for society as a whole." *James Comer*

"In fact, it's not clear to me that the people around this table are in agreement that it is, first, a good idea to specify a common standard for kids, and second, that it's even possible. But if you don't get to the syllabus, if you don't get to a reasonably specific set of agreements, then a general statement of principles and expectations doesn't mean a damn thing because they don't change behavior." *Tucker*

"I'm troubled, too, that we could get too specific. One of our pilot schools in San Francisco had the largest gains in test scores in the year. That's great, but it's not what I'm most proud about. I'm more proud that the students are really active in determining the direction of their own learning, that the children are respected, and that our school has helped to foster a learning society, rather than an environment where learning is just embedded in kids." *Henry Levin*

KEY POINTS

- All children are capable of learning at significantly high levels but in different ways, at different paces.
- Community and school support must be in place to help children achieve.
- Schools should engage children's interests first, skills second.
- Schools must be flexible.
- Society — every socioeconomic group — needs to define which areas of competency are important for a child's well-being, which areas of competency society respects.
- We must expect our children to perform at a higher level of competency in several areas of life: in higher education, in the labor force, in families and groups and in civic life.

Schools *Function* As If They Are Stuck in the 19th Century.

BACKGROUND

Until recently, decisions about how schools should function served the needs of the education bureaucracy. Little attention was paid to whether schools actually worked to help their students.

Perhaps that is why so many educators are struggling to teach today's children with yesterday's techniques. And that is why reformers are starting to ask questions about the basics of school structure.

What is the primary purpose of a school? Should learning come first or should school have a broader purpose? How can a school become more relevant to the everyday life of a student? Where should a school fit in relation to the larger community— families, neighborhoods, businesses and social services?

At present, there seem to be more questions than answers. If there is an over-arching concern, however, it could be summed up this way:

Schools need to become more personalized to better match the needs of individual students.

"I think the public school is really based on late 19th-century cultural viewpoints. It was never intended that all kids would go to school and learn. So much of what we find in schools today is based on this belief. It is deeply ingrained in all of the people in the education system, including the children and parents. Something has to occur at the school building level that allows those in the system to get a new understanding that will help them to create a system to support both the child's intellectual and social learning development and prepare them for how they are going to function later in life." *James Comer*

"There needs to be some connection between what kids do in school and the things they want to do later on. At the moment, for most of the kids, there is no such connection." *Marc Tucker*

"Yes, but let's look at education from a kid's perspective. How do schools function for them? They go to school to get a job so they can get cars and sneakers, not so that they can learn something." *Howard Gardner*

"Precisely. The primary function of schools ought to be learning for all children. However, that learning needs to connect with life out of school. The school necessarily becomes interactive with the community, to improve the quality of learning, to gain additional learning experience from the community, and to assure that the right kind and quality of development necessary for kids is provided." Judith Lanier

"I agree that if you can get agreement on the outcomes, you will get a system that works. Then you can give people in the system greater freedom to decide how to teach. In my view it will produce the variety that you want. But, you either control the outcomes or the input, not both." *Tucker*

"But Marc, yours is a sweeping picture. That the school's ends can be controlled centrally, and the means locally. My hunch is that it's a little of both. For example, there are many things at the school which should have 'political' leadership at a level accessible to parents as well." *Theodore Sizer*

This Has to Change.

"While I generally agree with what Jim Comer is talking about, I think it is important to point out the downside of parental involvement, even though it's America, motherhood and apple pie. The danger of parental involvement is that in some schools it's not going to happen. And when it doesn't, it allows the schools an out. There are schools which are all too delighted to say, 'If their parents don't care, why should we?' I think we need to balance an emphasis on parental involvement with the recognition that ultimately the school is 100% responsible for the success of all children. If the parents don't participate, that adds to the cost and difficulty of achieving success for all children, but it does not remove the school's responsibility." Robert Slavin

"The problem is, how do you develop a group of parents to become leaders of a school's administration, so they can maintain an ongoing relationship with the school, and at the same time get the school to respect them and to deal with them as co-creators of what's good for kids? This requires an investment by both sides. That's the hard part and it takes time, patience and effort. It also takes understanding from the district superintendent, who has to hold everyone accountable. Then you have the same problem with the school board. That's where the system has to begin to change in order for a school to have the opportunity to develop this kind of cooperative strategy." Ernesto Cortes

"In addition to the positive aspects of broadening a school within its community — which I endorse totally — there is the underside, which is all the other things kids bring with them to school. It's the stuff they usually do during school, if nobody is watching, and where they go after school. I think this has to be confronted every bit as much as the positive aspects of community involvement." *Gardner*

"I'm sensing a shift in whom we think we should hold accountable. We only hold kids accountable now. We don't hold schools accountable. It seems to me that that's a very significant difference. Students should be held accountable; effort should be rewarded, but we must also hold school and district personnel accountable for their students' performance." *David Hornbeck*

KEY POINTS

- Not every kid learns the same way or at the same speed.
- The primary responsibility of a school is learning, but it must also tie in very directly with life outside of school.
- Schools must adapt to the fact that we're on our way to dropping the age-old assumption that some kids have the ability to learn, others don't; that effort, not ability, is the key determinant of success.
- Schools must work for individual students, not just the collective student body.
- Parents and the community should play a larger role in helping to determine how schools should function, but bringing parents in and keeping them in is a difficult task.
- School staff, along with district leadership, must be accountable for student performance.

The *Curriculum* and the *Pedagogy*:

BACKGROUND

For too long, what we teach and how we teach it has been separated from — and has lagged behind — systemic restructuring efforts.

But now that restructuring is starting to concentrate on outcomes — what we expect our kids to know — the focus of concern is concomitantly shifting to curriculum and methods.

And that's a good thing. Because it is becoming abundantly clear that the "traditional" way of teaching is no longer matched to what we expect from our children, our teachers and our schools.

"This discussion of curriculum is about as close as our group will get to discussing 'instruction.'" Robert Slavin

"What you said about 'instruction' is typical of federal and state policy, where goals are set for kids and for the curriculum, but we leave out instruction, the way that we teach. Instruction is the meat of the matter that requires more attention." Judith Lanier

---

"Not all kids learn in the same way, but all kids can learn." *Howard Gardner*

"Many future teachers will not believe youngsters can learn and come to understand at high levels because they themselves were not taught that way. Higher levels of learning for all children require intellectual flexibility and freedom to move around with the curriculum during instruction. Teaching cannot be scripted anymore and requires highly educated,well-prepared teachers." Lanier

"But if you push this pedagogy and ask kids to run with knowledge we run two risks: (1) we may not be able to cover as much in a year, which means something is going to have to go, and (2) the only way this will work is if teachers can work with kids when they make a mistake, so the kids can learn from their mistakes, and that means a whole lot fewer kids. So if you're going to pursue this kind of pedagogy, you can't do it with 120, 130 or 175 kids per teacher. If you get kids into the habit of teaching themselves, you can cover much more. If you make libraries and all kinds of other tools accessible to kids, then they can learn on their own. But you have to start young, even at elementary school. If you do, it will be easier for high school folks." *Theodore Sizer*

Changing What We Teach and How We Teach It.

"I think schools do not cast teaching as intellectual work. The way most schools currently structure teachers' work runs counter to what you're asking them to do for others. When you seek to move to the new pedagogy and the new learning for understanding, it becomes an even greater problem. For example, if you're teaching 25 elementary school kids at this higher level, you have to be 'on' as a teacher. It's not passing out papers and walking up and down the aisle to see how they're doing. It's a much more ambitious and demanding pedagogy. It's a little bit like going to a heavy drama: It's intense, but goes on for more than just three hours. This kind of teaching is needed all day, every day. That's what I mean by saying no one can sustain that intensity over time. Unless technology can come in and help, unless additional adults can come in and help, and unless we prepare teachers differently, we can't do it as the school is currently structured." Lanier

---

"We should have a sense of centrality in terms of outcomes for the general population while allowing for differences in learning styles and approaches." Donald Stewart

---

"One-to-one tutoring for children who are beginning to fall behind is unquestionably expensive, but if we can assure policy makers of one thing, it is that such an investment in early reading will pay off. I think policy makers are starting to place a consistent emphasis on early education and early intervention to help see that kids don't get in trouble in the first place, thereby making support services unnecessary. We can try to create as a birthright a level of proficiency that is not merely a set of skills but is truly reading for enjoyment and comprehension and understanding. This places the responsibility squarely on the school and political systems, because if we know that something can be done, then it becomes an ethical responsibility to get it done. Otherwise it's like having the cure for a disease and not using it." Slavin

KEY POINTS

- Children do not necessarily learn in 40-minute segments.
- Teaching must become more integrative, more holistic, and less compartmentalized.
- Less can be more when it comes to curriculum.
- Accelerate learning.
- Aspire to a high content curriculum taught in an energized, exciting and tough way.
- Don't "dumb down."
- Most teachers are not required or prepared to teach "high content."
- This learning intensity can be aided by technology, but this technology cannot replace teachers.

First We Need to Learn.

BACKGROUND

The school system has become very good at testing and measuring its students for their basic skills. But this tells us more about how antiquated our school system is and hardly anything about how our children learn or what they really know.

In short, testing kids doesn't make them smarter.

Indeed, creating a more accurate and appropriate system for assessing a student's performance will be a delicate balancing act between standardization for comparative and competitive analysis and individualism to recognize personal achievement. When done properly, assessment itself is a key learning tool for students.

It is equally difficult to decide whether assessment should occur at the national or local level, or some blend. What is clear, however, is that assessment must be matched to the expectations we have put upon our kids and their schools. Otherwise, it becomes irrelevant.

When properly structured, assessment will not only measure how well our students are doing, it will measure how well our schools and curriculum are doing. And assessment will focus less on universal basic skills and more on the complexities of personal performance in thinking and understanding.

That's because there's nothing "basic" about learning.

"The implication is that we've got to find a way to raise the real standards, standards that are forced on the schools and the students by the employers and by the colleges. With respect to setting standards and measures, we ought to start in the inner cities because that's what is going to make the biggest difference the fastest." *Marc Tucker*

"I think state government has the right to measure for qualities in students. I think those measures also should have an irreducible minimum, which doesn't necessarily also mean low standards. I do think the state, on its terms, has the right to expect my kid to use language effectively. And to the maximum feasible extent, the assessment instruments should be at a level of government, where I, the parent, can complain directly to the person who has the power to change them." *Theodore Sizer*

"The most interesting ideas in assessment that I'm aware of are the ones which are very close to the classroom, where teachers and students share the responsibility for why we're doing what we're doing, if we are making progress, and if not, why not. I think, absent that kind of stake in assessment, there is going to be a feeling of estrangement from any kind of measures, which leads to the very crazy system we have now. I feel that if that responsibility were shared, with kids in particular having more self-assessment over the course of their career, not only would the need for external assessment be reduced, it would be less harmful because the external assessment would be more like checking in than controlling." *Howard Gardner*

"One example of a new way of testing is the California writing assessment. It teaches different kinds of writing: expository, persuasive, analytical and so on. At the beginning of the year, teachers are given information on how this writing will be graded so they can start grading portfolios early on. With this information, students in turn can do a self-assessment. Then, at the end of the year, the state samples the schools, not the students. What's interesting here is that there is an integration of instruction and assessment, including self-assessment. The assessment is not separate, nor is it mysterious, leaving the instructional process to focus on the very same things that will be assessed." *Henry Levin*

"I envision a national evaluation system that may consist of performance tasks, projects and portfolios, not just multiple-choice questions. Students may function in teams, not alone and secretly. Proficiency may be judged over months, not minutes." *David Hornbeck*

Then We Need to *Assess* How Well We Have Learned.

"What happens when you ask a question in California on their new math assessment and only 0.2% of the kids get it correct — not 2%, but point-two? Some would say, 'Do you throw the question away?' I say absolutely not. I think we need to know how individuals are not performing and the way they ought to be performing, so that we can help them and their teachers go about things in a different way. The only way we can find that out is if people do what we used to call 'showing their work.' So if we're asked to write an essay, I want the good and bad essays, without the names. Just as when they give a math problem, I want the work on that math problem to be shown." *Gardner*

"Be careful, very, very careful. Because as soon as you set up state or national standards with real power, it's going to be very hard to reverse them. There are important issues — whose standards should be used and who gets to decide?" *Sizer*

"We will get that which we assess, which suggests that a test would drive curriculum and instruction." Donald Stewart

"An examination system that is as rich as the outcomes we wish to achieve will be one we want teachers to teach to and students to study for. We will want to use it as a major tool for equity, not another insurmountable high-jump hurdle. It should be designed to inform instruction and be useful to hold both schools and students accountable. *Hornbeck*

"We need to act together as a nation and arrive at a standard that can be used to drive curriculum and instruction in the United States. I think this is even more important for kids who are poor and minorities. They will need different schooling to achieve this mastery level. I don't see how we're going to get where we need to go unless we abandon the notion of minimum competency and standards." *Tucker*

"I just wanted to comment about the resources invested in measurement and assessment. We must invest also in the instructional ability and support systems available to teachers. It seems to me that we're not going to have the resources to do all of the many things we need to do. I think we need to examine where the money will come from." Judith Lanier

"What is better? Much higher attendance rates? Much lower truancy rates? Much lower disciplinary referrals? A substantially higher percentage of people admitted to and going to some form of higher education? Higher scores on standardized tests? We need to answer these questions before we can design proper assessments." *Sizer*

KEY POINTS

- Assessment, and in particular self-assessment, must link with individual learning styles and rates.
- The most interesting assessment is that which is closest to the classroom, where teachers and pupils have direct responsibility.
- Tests can create a stranglehold on classrooms and be anathema to learning.
- Too often assessment drives the learning process; schools prefer to teach what can be most favorably measured.

Restructuring Needs Help in the Trenches:

BACKGROUND

Doctors can bury their mistakes; society must live with those created by its schools. And yet, the broader socio-economic system has given very little support to restructuring efforts.

That's too bad because in the early years of restructuring it has been those outside the traditional education system who have helped inspire the most change.

Politics, competing priorities, outdated policy, vested interests and transitory authority all contribute to paralyze governments and other social institutions from supporting education reform. Somehow we must break this gridlock and inspire systemwide support at local, state and national levels.

At the same time, we must look at the present education system and restructure it to support the growing consensus over new needs and goals of learning and schools.

"Restructuring efforts need to target support of the community." *Howard Gardner*

"The present school system is not providing incentives for restructuring." *Henry Levin*

"There needs to be a public acknowledgement that this old system does not work. The new system needs rewards that encourage dumping the old system." *Gardner*

"Businesses also need to be proactive in education. America will not be able to compete in the world market if businesses are run by very small managerial groups that have stultified ideas about the organization of the American economy and how American industry must change." *Levin*

"I have sensed that some of us spend more of our time thinking about systems and some of us spend more of our time thinking about what goes on inside the system. Somewhere along the line I would like to see the emergence of ways in which each of us would give greater emphasis to the importance of the other arena. Systems without content are important; but programs, however successful, that thrive in a handful of schools for a few years won't do the job." *David Hornbeck*

"I think we have to balance the idea of the usefulness and importance of involving parents in what's going on in the school with a concomitant recognition that ultimately the school is 100% responsible for the success of all children. If the parents won't go along, that adds to the cost and difficulty of achieving success for all children, but it does not remove the school's responsibility." Robert Slavin

---

"There is going to have to be an approach or a process, or at least a clear understanding of standards, if restructuring of the system is going to occur." Ernesto Cortes

---

"Time is an issue. If all kids learn at different rates, and some kids certainly do learn more slowly than others, the question is, 'How long will the system give them?' There must be some 'give' in the system that allows for all kids to meet our expectations and standards." *Marc Tucker*

So Where Is the System *Support*?

"School districts all over the country are saying every kid can learn. You can hear it from the Pacific to the Atlantic. But the school and the system are not organized to reflect that belief. So we might as well save our breath. If we don't connect this to a restructuring effort that says to the kids, 'we believe you can learn, we are here to make you learn, and you have no choice but to learn,' then we haven't said it." *Tucker*

"I don't view restructuring as something that is unique to schools and school districts. I think people all over the world are looking for ways to make public and private organizations more effective, to deliver higher quality for a modest increase in cost. The answer is a basic set of procedures. You get your goals straight, you be very, very clear about what the organization is intended to accomplish, you put the effort into developing assessment mechanisms so you can figure out whether you're getting there, you make sure the people on the front line are absolutely capable of doing the job, you push the decisions about how to reach those objectives as close to the front line as you possibly can. You can sum all of that up by saying what you're really going to do is professionalize work of all kinds, everywhere." *Tucker*

"We've identified five key elements necessary to restructuring: high outcome definition, rich assessment, staff capacity, building school-based decision making — moving down the bureaucratic pipeline — and rearranging incentives. The issue is to create an environment with such structural changes that will lead teachers to seeks change in instruction rather than our present practice of seeking to impose it. How do we make reform more routine arising from the schools? How do we make it more normative?" *Hornbeck*

KEY POINTS

- Restructuring needs outside irritants and change agents to get it moving.
- It is a society-wide responsibility to rethink traditional roles in educating our children.
- Businesses, nonprofit and community organizations and parents all need to assume new responsibilities and build new coalitions and partnerships.
- If all kids can learn, then law, policy and regulation must change to make this happen.
- Restructuring requires long-term leadership and statesmanship to rise above short-term politics and grandstanding.
- Not only must we get pilot sites up and running but we must also make progress on systemic reform. Further, we must gather research, carefully evaluate and learn from these activities.

Let's Not Forget...

BACKGROUND

The issue of training our teachers, administrators and professional educators is the last to be discussed because retraining educators in the current environment of flux could be like trying to change tires on a moving car.

And yet we cannot afford to wait until everything is figured out before we start helping our educators adapt and survive in a restructured school system. Otherwise, we will continue to train them today for the education system of yesterday, only to have them teach in the schools of tomorrow.

Under that scenario, both student and educator will suffer.

What can we do? We can begin to think about teachers, principals, administrators and other educators in the same way that we think about our kids — restructuring their system for learning to accommodate individual needs. We should also restructure both pre- and inservice training. And even though we don't know yet what we are training them for, we can at least begin to train them to prosper in a system of change. Because if anything is certain about what educators will need to face in the future, it's change.

"This meeting reflects what we think about teacher education. It's at the end of the agenda here, too. Testing issues and goals get so much attention, as they should. But we must also focus on the complex work of teaching youngsters for this new understanding." Judith Lanier

---

"The better the implementation, the better the results. We have found leadership to be quite crucial. If you have a leader who simply doesn't have a clue and looks at this as simply another mechanical program, nothing is going to happen. So leadership becomes very crucial. Not that you need the most spectacular leader. You can make a very mediocre person a good leader through training, working with him or her, getting the support in the school and things like that. But I must say, it will not work if you simply have someone who doesn't have a clue." *Henry Levin*

"Somebody has to train people to be able to restructure because they don't know how to do it. Maybe one-third do, but two-thirds don't. So you need training in the schools of education or somewhere that stresses the general management principles of restructuring." *James Comer*

"We have to do something about the education of teachers. Restructuring is not a teacher-proof exercise. My worry at this point is that we have come to realize through our research that would-be teachers, in order to teach for this higher-level learning for all children, need to have in-depth knowledge of the subjects they're teaching. At one level, people will all agree with that. But, then, getting that to happen is a very difficult thing. Major changes in higher education will have to occur if teachers are to be better prepared for a changing world.

The *Training* of Educators.

"It is particularly difficult for elementary teachers because there is this insidious form of tracking at the university that puts would-be elementary teachers in a dummied-down curriculum. It is equally difficult for secondary teachers because there is inadequate opportunity for them to learn how to teach subjects they love to students who don't share their enthusiasm for the subject matter." *Lanier*

"In order to create a new system, a new method is needed within the system to change people trained in the old ways to adapt to new ways." *Comer*

KEY POINTS

- For a while, many people in the education system felt we could make up for ineffective teacher training with technology — computers, systems and videos — that would almost obviate the need for a living, thinking body in front of the students. This approach is fast becoming obsolete.
- Teachers need greater knowledge of the subjects they are teaching; they also need greater understanding of kids' needs.
- The entire system needs retraining — principals, administrators, parents and teachers.
- Retraining the system will require broad public and private support, not just support of teachers and educators.

PARTICIPANTS

JAMES P. COMER
DIRECTOR, SCHOOL DEVELOPMENT PROGRAM, YALE CHILD STUDY CENTER
P.O. Box 333
New Haven, CT 06510
202/785-2548
James Comer directs the School Development Program of the Yale Child Study Center. He also serves as associate dean of the Yale School of Medicine. Author of several books and numerous articles, Comer has served as a consultant for various child-related activities such as the Children's Television Workshop and President Bush's Pre-Education Summit Meeting. His interests include race relations, child rearing and how the elementary school experience can affect children.

ERNESTO CORTES, JR.
DIRECTOR, INDUSTRIAL AREAS FOUNDATION, TEXAS INTERFAITH COALITION
1106 Clayton Lane
Suite 120 West
Austin, TX 78723
512/459-6551
Ernesto Cortes, Jr. is the director of the statewide coalition of Industrial Areas Foundation Organizations, Texas Interfaith Coalition. He is a member of the national staff of the Industrial Arts Foundation, a nonprofit organization founded in Chicago by the late Saul Alinsky. Cortes has been involved in community change since his Texas A&M college days, where he initiated a successful statewide caravan in support of striking farm workers at La Casita farms in the Rio Grande Valley. He also has been instrumental in founding the interfaith community organizations in San Antonio, Los Angeles, Houston, the Rio Grande Valley and Austin, as well as in other cities throughout the Southwest. In 1984, Cortes was named a Fellow by the MacArthur Foundation for his accomplishments in the field of community organization.

HOWARD GARDNER
CO-DIRECTOR, PROJECT ZERO, HARVARD UNIVERSITY
323 Longfellow Hall
Cambridge, MA 02130
617/495-4342
Howard Gardner, a developmental psychologist and neuropsychologist by training, is professor of education at the Harvard Graduate School of Education and Co-Director of Harvard's Project Zero. In his 1983 book *Frames of Mind*, Gardner argued that human beings possess at least seven different forms of intelligence. Schools focus almost exclusively on linguistic and logical intelligence, and standardized tests sample only portions of these two intelligences. Much of the current research at Project Zero involves efforts to develop new and more authentic forms of assessment, along with curricular and pedagogical approaches that involve the spectrum of human intelligences. Gardner is a 1981 winner of a MacArthur Prize Fellowship and received the University of Louisville Grawemeyer Award in Education in 1990.

DAVID W. HORNBECK
111 South Calvert Street, Suite 1600
Baltimore, MD 21202
301/659-2752
David W. Hornbeck, previously state superintendent of schools in Maryland and a partner in the firm of Hogan and Hartson in Washington, D.C., now advises the National Center on Education and the Economy, the Business Roundtable and other groups on matters of education restructuring. A former Education Commission of the States' commissioner, president of the Council of Chief State School Officers and chairman of the board of the Carnegie Foundation for the Advancement of Teaching, he is a member of many national boards and commissions. He recently was a key architect in shaping Kentucky school reform legislation. He received degrees from Austin College in Texas, Oxford University and Union Theological Seminary, a Kent Fellowship from the Danforth Foundation (1968-71) and graduated cum laude from the University of Pennsylvania Law School.

JUDITH E. LANIER
DIRECTOR, MICHIGAN PARTNERSHIP FOR NEW EDUCATION
501 Erickson Hall
East Lansing, MI 48824-1034
517/355-9606
Judith Lanier is distinguished professor and dean of the College of Education at Michigan State University (MSU) and president of the Michigan Partnership for New Education. Prepared as an elementary school teacher, she began her education career by teaching all seven grades in a one-room country school. Later she taught youngsters at the junior and senior high school levels and supervised student teachers for a nearby university. While teaching 1st grade in a university laboratory school, she became interested in combining research on teaching and learning with actual classroom practice. After completing her advanced studies in education, Lanier taught prospective and practicing teachers and became the founding co-director of MSU's well-known Institute for Research on Teaching. The institute became a pioneer in teacher collaboration, being the first to formally employ practicing teachers as co-researchers with senior research faculty from the university. Lanier helped organize the American Educational Research Association's Division on Teaching and Teacher Education and has served as president of The Holmes Group. Lanier currently serves on the board of trustees for the Educational Testing Service and on the executive committee of the National Board for Professional Teaching Standards.

HENRY M. LEVIN
PROFESSOR AND DIRECTOR, CENTER FOR EDUCATIONAL RESEARCH, STANFORD UNIVERSITY
CERAS Building
Stanford, CA 94305-5015
415/723-0840
Henry Levin is professor of education and affiliated professor of economics at Stanford University. He is also the director of the Center for Educational Research at Stanford (CERAS) and was the founding director of the Institute for Research on Educational Finance and Governance (IFG). Levin received a Ph.D. in economics from Rutgers University in 1966. Prior to his arrival at Stanford in 1968, he was a research associate in the Economic Studies Division of the Brookings Institution. He has served on the faculty and research staffs of Rutgers and New York universities and was a Fellow at the Center for Advanced Studies in the Behavioral Sciences. He is the immediate past president of the Palo Alto School Board and was a Fulbright professor at the University of Barcelona in 1989 and a distinguished visiting professor at the University of Beijing in 1988. Much of his recent work addresses the establish-

ment of "Accelerated Schools" to address the needs of disadvantaged students. These schools are designed to accelerate the learning of such youngsters in order to bring them into the educational mainstream by the end of elementary school.

THEODORE R. SIZER
CHAIRMAN, COALITION OF ESSENTIAL SCHOOLS, BROWN UNIVERSITY
One Davol Square
Providence, RI 02903
401/863-2408
Renowned for his work in school reform, Sizer has chaired the Coalition of Essential Schools since 1984. Previously, he taught at Brown University, where he chaired the Education Department from 1984-89. Sizer is the author of several books on education, including *Horace's Compromise: The Dilemma of the American High School*, based on findings from A Study of High Schools, which he chaired. He was educated at Yale University and Harvard University, where he received a Ph.D. in education and American history.

ROBERT E. SLAVIN
CO-DIRECTOR, EARLY AND ELEMENTARY SCHOOL PROGRAM, CENTER FOR RESEARCH ON EFFECTIVE SCHOOLING FOR DISADVANTAGED STUDENTS, JOHNS HOPKINS UNIVERSITY
3505 N. Charles Street
Baltimore, MD 21218
301/338-8249
Robert Slavin is co-director of the Early and Elementary School Program of the Center for Research on Effective Schooling for Disadvantaged Students, Johns Hopkins University. He received his Ph.D. in social relations from Johns Hopkins in 1975, and since that time has authored more than 120 articles and book chapters on such topics as cooperative learning, ability grouping, school and classroom organization and desegregation. In 1985, Slavin received the Raymond Cattell Early Career Award for Programmatic Research from the American Educational Research Association (AERA), and in 1988 he received the Palmer O. Johnson Award for the best article in an AERA journal.

DONALD M. STEWART
PRESIDENT, THE COLLEGE BOARD
45 Columbus Avenue
New York, NY 10023-6992
212/713-8000
Donald M. Stewart is president of the College Board, a post he has held since January 1987. Before coming to the College Board, Stewart served for 10 years as the sixth president of Spelman College, the 109-year-old historically black women's college in Atlanta, Georgia. Stewart also held various posts with the University of Pennsylvania from 1970 to 1976 and previously was a staff member of the Overseas Development Division of the Ford Foundation. At Harvard University, Stewart earned his master of public administration and doctor of public administration degrees at the John F. Kennedy School of Government in 1969 and 1975, respectively.

MARC S. TUCKER
PRESIDENT, NATIONAL CENTER ON EDUCATION AND THE ECONOMY
39 State Street, Suite 500
Rochester, NY 14614
716/546-7620
Marc Tucker is president of the National Center on Education and the Economy, a nonprofit organization established in 1988 to continue the policy development work begun by the Carnegie Forum on Education and the Economy, which he directed through December 1987. He was educated at Brown, Yale and George Washington universities. In the spring of 1990, the national center created the National Alliance for Restructuring Education, which works with a small group of states and cities that have taken the lead in the restructuring movement. The locations are Dade County, Pittsburgh, Rochester, New York City, San Diego, Edgewood (Texas) and White Plains. The states are Arkansas, North Carolina, New York, Vermont and Washington.

SPONSORS

Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202
303/299-3600
Frank Newman

The Rockefeller Foundation
1133 Avenue of the Americas
New York, NY 10036
212/869-8500
Hugh B. Price

RJR Nabisco Foundation
1455 Pennsylvania Avenue NW
Suite 550
Washington, DC 20004
202/626-7200
Roger Semerad

"We ought to find a way to nurture restructuring
by talking and sharing with each other.
But we're not doing that now.

"In any rational system, the people who are involved in reform
would monitor their progresses and setbacks, would routinely share knowledge.
Now it's totally happenstance.

"It's a mistake to say that because only a handful
of programs and topics are represented at this meeting, that's it.
That would send the wrong message.
There's much more out there."

Howard Gardner

FOR MORE INFORMATION

Please contact individual participants directly or
ROBERT PALAICH or REXFORD BROWN
Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202
303-299-3600

© Copyright 1991 by the Education Commission of the States (ECS). All rights reserved.

ECS is a nonprofit, nationwide interstate compact formed in 1965 to help governors, state legislators, state education officials and others develop policies to improve the quality of education at all levels.

The ECS offices are at 707 17th Street, Suite 2700, Denver, Colorado 80202-3427; 303-299-3600.

It is the policy of ECS to take affirmative action to prevent discrimination in its policies, programs and employment practices.

Work reported in this publication (SI-91-8) was funded in part by the Amoco Foundation. Copies are provided courtesy of the sponsoring organizations. Individual orders require a $5.00 postage and handling fee. Please order from the ECS Distribution Center, 707 17th Street, Suite 2700, Denver, Colorado 80202; 303-299-3692.

Education Commission of the States
707 17th Street, Suite 2700
Denver, CO 80202

Printed on recycled stock